**Lesson 6: Antibiotic Resistance Article Interpretation**

**Overview:**

For this lesson students will discuss the 5 facts that they learned about antibiotics and antibiotic resistance. They will then work with their nearby classmates to read an article about antibiotic resistance and how it connects to evolution. Students will share out what they found out to be the main ideas of the article. They will also discuss if they agree with it or not and why. For the last portion of class the final project will be announced and discussed.

**Objectives:**

Students will be able to:

* Discuss their prior knowledge about antibiotics and antibiotic resistance.
* Read actively: (Highlight, use sticky notes to write down notes and questions that may come up while reading.)
* Analyze article to find the connections between evolution and antibiotic resistance.
* Discuss findings of main ideas. Defend why or why not they support the article.

**Opening:**

At the beginning of class students will discuss their prior knowledge that they found regarding antibiotics and antibiotic resistance. While they are talking about this I will go around the room and check to see if it is done. This check mark will count as completed homework.

**Body:**

Next we will transition into the main part of class where students will read an article about antibiotic resistance and evolution from the textbook *Discover Biology: Third Edition.* This article is called “Hating the Spread of Antibiotic Resistance” and is found on pages 332-334. They will read actively by highlighting and using post it notes to ask questions that they think of while reading. Each group will share their finding of what the main ideas are in the article and will interpret how the article connects to evolution. They will also have the chance to say whether or not their own personal opinion supports or refutes the article.

**Closing:**

The last portion of the class will be spent discussing the final unit project. Student will be asked to choose and animal. They must discuss what type of other animal it evolved from, what mechanism it used and a form of evidence to support the claim. They will be allowed to present the information through a power point presentation, a poster board, or a video. Students will be allowed to work in groups of 2. The assignment will be due approximately one week later.